

Online Safety Pupil Voice

Two pupils from each year group were interviewed from Year Two to Year Six.

What does online safety mean?

Responses varied but mostly children were able to mention something to do with being safe when using the internet. These varied from the amount of time they are allowed to spend online at home to reporting something that made them sad or upset. They would all tell an adult if this happened.

Which devices do you use?

Across the year groups it was tablets (iPads etc...) that were most common although lots did say they had access to a laptop or gaming device (Xbox etc...)

Do you feel safe when you are online at home?

All responses were yes.

Do you feel safe when you are online in school?

All responses were yes, with an explanation from a Y6 child that they knew that the school 'blocks a lot of unsuitable things' when they are on the iPads.

Does someone help you when you are online at home?

Children said who they would ask for help if needed but children seem to spend time unsupervised at home. One child commented that 'Dad has to put the password in for me on some games.'

If you were ever upset by something online, what would you do?

A range of answers which included asking a parent/adult or, if in school, a member of staff about it. Further up the school, children were able to mention blocking and reporting people if they were being nasty.

Impact

Online safety is obviously being taught as children are all aware of the 'basics.' Moving forward, we need to ensure the use of Project Evolve resources as this encompasses so much more than telling an adult when you're upset by something on line.

Staff CPD on 1st February to remind and set expectations of staff about using Project Evolve in lessons regularly.

Project Evolve

Project evolve is from EYFS to Y6 and all year groups cover the same 8 strands. (See page below for strands)



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.